

4



4TH SOCIAL STUDIES

Standard 6040-02 - Students trace the emergence and development of culture in Utah.

Objective 6040-0201 – Analyze the contributions made from diverse groups to the development of Utah's culture.

DESIRED OUTCOME: Students will learn why so many different tribes might include corn as a major part of their oral stories. .

Corn Lesson Plan

Essential Question #1: What impact did the selective breeding of corn by Native Americans have on the settlement in the Four Corners Area?

ASSESSMENT EVIDENCE:

Discuss or write what contributions corn and those early Native Americans have made to our daily lives.

-Have students make a corn necklace using Native American corn. You can purchase colored corn from most grocery stores in the fall or most feed stores will carry large colored corn. Feed stores tend to be more economical but you might have to pick through other seeds included in the package. To soften, it is a general rule to soak the corn for at least 24-36 hours depending on the size and density of the corn. Thicker thread like quilters use is ideal for stringing corn. Have enough string cut for each student long enough to go around the neck plus enough to tie off. Larger needles can be purchased in quantities at Wal-Mart or fabric stores. Have the students string necklaces while listening to Native American music.

-Optional activity:

Make corn husk dolls- directions on website:

<http://www.aaanativearts.com/article552htmlusk+doll>

Background Information:

The origin of corn has been traced to South America and was introduced by way of Mexico and the Southwest U.S. North American indigenous peoples began their relationship with corn some 4000 years ago as it was brought up on trade routes from what is now central Mexico.

Archeologists and Anthropologists have studied the remains of some of the oldest existing communities and have determined which samples were the oldest and where these ancient types of corn were first developed.

Native American tribes all have unique stories dealing with how corn came to their ancestors. These stories continue to be told by Native peoples today in traditional oral fashion. This can be accomplished by having students bring in items made from corn. It's amazing to see how much our daily lives revolve around corn.

LEARNING STRATEGIES

- Read story Corn is Maize by Alik to students as background information.
- Using map of Southwest point out where the four corners area is including Utah.
- Organize students in groups of 2-3 and read news story about corn:
<http://www.freewmexican.com/news/39063.html> Have the students develop a list of facts about corn.
- In a discussion have students share what they have learned. Write the list on the board visually.
- Show how oral stories tell us about the origin of corn. Share a legend of your choice from website:
<http://www.firstpeople.us/> The Origin of Corn.
- Using same groups, assign a story for them to read on the origin of corn. Here is a list of the stories that include corn:
 - The Origin of Corn (Apache legend)
 - Turkey Makes the Corn & Coyote Plants it. (Apache)
 - Kana'ti and Selu: the origin of Game & Corn. (Cherokee) 2 versions
 - The Signs of Corn (Sioux)
 - Deer Hunter & White Corn Maiden (Zuni)
 - The Strange Origin of Corn (Abenaki)
 - How Corn Came to Earth (unknown)

Teacher Resources

Corn is Maize: The Gift of the Indians by Alik

<http://www.freewmexican.com/news/39063.html> Corn a link to ancient Indian trading by Sue Vovenberg Feb 6, 2006

<http://www.firstpeople.us/> The origin of Corn.

<http://www.aanativearts.com/article552.html> How to make a corn husk doll.